

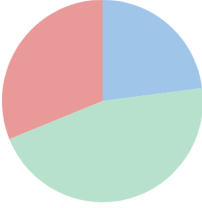
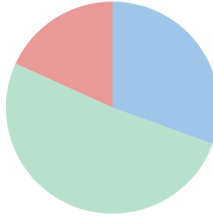
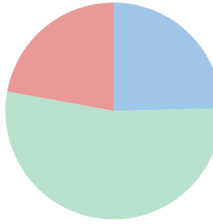
# Strathmore School Annual Implementation Plan 2025

## Where are we currently at?

Reading and maths achievement (78%) were slightly below the 80% 2024 goal, while the writing goal was met with 81% achieving at or above expectations. In 2025, the school will continue implementing *The Code* (Liz Kane and our Junior school using the Better Start Literacy Approach). Structured Literacy and the Science of Learning professional development through the MoE regionally funded provider *Blended Learning* will take place in Term 1, 2025 ensuring that our literacy programmes are delivered using research based teaching methods.

Refresher professional PRIME maths learning for existing teachers and onboarding PRIME professional development for new teachers will take place through webinars and Scholastic Learning Zone training videos. The PRIME maths programme's focus on **I DO** (Teacher Models the Learning), **WE DO** (Teacher Scaffolds the Learning with Students), **YOU DO** (Students Practice the Learning) is a sound evidence based approach to ensuring our numeracy programmes are accessible for all learners.

The CURRICULUM REFRESH continues this year, kaiāko will keep upskilling in a range of curriculum areas and become experts in this delivery for 2026. Assessment professional learning and development will be sought to enable teachers to effectively use DIBELS, e-asTTle for writing/maths, and the 20/40 week Phonics Checks. This is in response to improving student achievement and aligning assessments with the new curriculum and any other Ministry mandated directive for assessment and moderation.

END OF YEAR ACHIEVEMENT DATA 2024		
READING	WRITING	MATHS
<p>ALL STUDENTS</p> 	<p>ALL STUDENTS</p> 	<p>ALL STUDENTS</p> 
25% Above Curriculum Expectations	30% Above Curriculum Expectations	25% Above Curriculum Expectations
53% At Curriculum Expectations	51% At Curriculum Expectations	53% At Curriculum Expectations
22% Below Curriculum Expectations	19% Below Curriculum Expectations	22% Below Curriculum Expectations

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ATTENDANCE DATA 2024			
TERM 1	TERM 2	TERM 3	TERM 4
87%	74%	73%	73%
<ul style="list-style-type: none"> <li>• <b>Regular attendance:</b> defined as 90 - 100% attendance</li> </ul>			

Our data from 2024 shows attendance tracking above our 80% regular attendance goal in Term 1, then a decline in percentages below our attendance target over the rest of the year. Regional regular attendance rates are 51.9% so the school is operating well above regional norms.

## Attendance Action Plan:

Taramoa Strathmore School's response to student absences follows the Stepped Attendance Response (STAR) framework, which outlines specific actions for parents, schools, and the Ministry of Education at different levels of absenteeism. Schools are responsible for setting clear attendance expectations, monitoring absences, and engaging parents through formal notifications and support plans. Parents are expected to ensure regular attendance, communicate with the school, and support their child's learning.

Our office manager contacts parents/whānau to find out reasons for absences and offer support where needed. An attendance van is available for children whose regular attendance is below 70%. \* subject to availability.

Weekly attendance morning tea biscuits for classes that have top attendance percentages. End of term treats for 98-100% attendance achievers, Beginning in Term 2, weekly HERO attendance awards for students achieving 98-100%.

Parents/whānau to be informed on FB and HERO app of weekly school attendance percentages.

Fridays are typically a day of lower attendance. Fun Fridays of dress-ups, sports and art days to motivate and increase attendance on these days.

*Regulation 9(1)(e)*

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**How will our targets and actions give effect to Te Tiriti o Waitangi:** Our goals and actions give effect to Te Tiriti o Waitangi by embedding culturally responsive teaching practices and ensuring equitable opportunities for all ākonga. We prioritise Māori student success by incorporating te reo Māori and tikanga into the curriculum, supporting the Pai Ki te Kōrero programme, and fostering whanaungatanga through strong relationships with tamariki, whānau, and the wider community. Professional learning led by our Cultural Lead teacher Miss Rangi Lockington and our kaumatua Robert Wehipeihana enhances staff capability in delivering inclusive and identity-affirming education. Additionally, our focus on attendance and engagement strategies ensures that all students, particularly Māori and Pasifika learners, feel valued and empowered to succeed in a vibrant and supportive learning environment.

*Regulation 9(1)(g)*

## Key Teaching and Learning Strategies

### Curriculum Refresh

- Teachers will engage in professional learning and development (PLD) to upskill in refreshed curriculum areas, ensuring readiness for full implementation in 2026.
- Assessment tools, including DIBELS, e-asTTle for writing/maths, and 20/40-week Phonics Checks, will be aligned with the new curriculum.
- Inquiry sprints and professional growth cycles (PGCs) will monitor the impact of refreshed curriculum implementation.

### Structured Literacy

- Continued implementation of The Code (Liz Kane) for Years 2-6 and the Better Start Literacy Approach (BSLA) for junior students.
- Termly refresher courses on structured literacy practices delivered by the Literacy Lead.
- Professional learning provided through the Ministry of Education's regionally funded Blended Learning programme.
- Tiered interventions for students below expectations, using STAR, BSLA, DIBELS, and teacher observations to track progress.
- Target: By the end of 2025, 85% of students will achieve at or above expected levels in reading and writing.

### Structured Maths

- PR1ME Maths framework implemented across all levels, focusing on the "I Do, We Do, You Do" gradual release model.
- Weekly professional learning for teachers using Scholastic Learning Zone videos and Kahui Ako maths lead workshops.
- Ongoing assessment using PR1ME placement tests, GLoSS, JAM, and overall teacher judgment (OTJ) tracking.
- **Target: By the end of 2025, 80% of students will achieve at or above expected levels in maths.**

### Targeted Support for Students Needing Additional Help

- Learning support staff will provide tiered interventions for students in Tier II and Tier III who require accelerated progress.
- Cultural responsiveness training will ensure that Māori and Pasifika students' identities and languages are embedded in learning.

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- Neurodiversity and anxiety PLD will be provided to support strong student-teacher relationships and engagement.
- Attendance initiatives, such as HERO attendance awards, Fun Fridays, and attendance lunches, will encourage consistent participation.
- **Target: Reduce the percentage of students below expectations in reading, writing, and maths from 22% to 15% by the end of 2025.**

## Measuring Success

- **Achievement Tracking:** Regular assessment data collection (DIBELS, e-asTTle writing, PR1ME tests) with termly data reviews.
- **Professional Development Participation:** 100% of teachers engaged in curriculum refresh, structured literacy, and structured maths PLD.
- **Attendance and Engagement:** Increase regular attendance rates to 80% or higher by implementing attendance action plans and student incentives.
- **Whānau and Community Engagement:** Strengthen communication with families via HERO, social media updates, and regular whānau meetings.

By embedding structured approaches in literacy and numeracy, aligning with the curriculum refresh, and targeting students in need, our 2025 Annual Implementation Plan ensures that all learners at Taramoa Strathmore School are empowered to achieve success.

*Regulation 9(1)(f)*

**Strategic Goal: Vibrant Learning - empower tamariki with the tools they need to succeed.**

**Annual Goal 1:** Literacy programmes will meet the needs of all tamariki and all ākonga who are at risk or not meeting expectations will make accelerated progress.

Actions	Who is responsible	Resources	Timeframe	Metrics
Professional learning with <b>Blended Learning</b> around effective pedagogy and the science of learning,	Principal,	Regionally allocated PLD funding - including future applications for Terms 3 and 4.	Throughout 2025	Use of STAR, BSLA, DiBELS and OTJ  Tracking of classes, cohorts and progress of Tier ii and Tier iii.

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<p>Termly CODE (Liz Kane) refresher courses delivered by Literacy Lead.</p>	<p>Literacy Lead, Teachers,</p>	<p>Fixed Unit payment for Literacy Lead to give guidance and direction to the teacher team.</p>		<p>PESTERS (classroom observations), Inquiry Sprints and PGC conversations.</p>
<p>Programmes will have alignment and high fidelity to pedagogies covered in professional learning sessions.</p>	<p>Learning assistants</p>	<p>Purchase of further teaching resources as required.</p>		

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**Annual Goal 2:** Numeracy programmes will meet the needs of all tamariki and all ākonga who are at risk or not meeting expectations will make accelerated progress.

Actions	Who is responsible	Resources	Timeframe	Metrics
<p>Professional Learning with <b>PRIME Maths</b> around effective pedagogy based on (I Do, We Do, You Do - Gradual Release of Responsibility Model)</p> <p>Programmes will have alignment and high fidelity to pedagogies covered in professional learning sessions and staff hui.</p> <p>Professional Learning around Maths curriculum - planning and implementation of this document.</p>	<p>Principal,</p> <p>Senior Leadership,</p> <p>Teacher Team and Learning assistants.</p>	<p>Professional learning provided by Scholastic New Zealand (PRIME Maths).</p> <p>Fortnightly professional learning using Scholastic Learning Zone teacher videos.</p> <p>Kahui Ako Lead - Maths Professional Learning Teacher Only Days.</p> <p>Purchase of further teaching resources as required.</p>	<p>Throughout 2025</p>	<p>Use of PRIME placement tests, GLOSS, JAM data and OTJ.</p> <p>Tracking of classes, cohorts and progress of Tier ii and Tier iii.</p> <p>PESTERS (classroom observations), Inquiry Sprints and PGC conversations.</p>

**Strategic Goal: Embrace cultural diversity and inclusivity**

**Annual Goal 3:** 80% regular attendance or higher by fostering a welcoming and inclusive environment. Culturally responsive teaching practices and vibrant learning opportunities to ensure students want to attend school and engage with their learning.

Actions	Who is	Resources	Timeframe	Metrics
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	responsible			
<p>Track attendance daily and intervene early when patterns of absence arise. Discuss trends and available support with Attendance Advisor.</p> <p>Celebrate and add mana through awarding weekly ATTENDANCE HERO certificates for each class. Special lunch celebrations for 98-100% attendees at the end of each term. Publish weekly attendance results on school social media to promote EVERYDAY MATTERS.</p> <p>Embed Maori and Pasifika cultural values, languages and traditions into the curriculum through Pai Ki te Korero programme and ANZH. Professional learning provided by the Cultural Lead teacher.</p> <p>Provide vibrant learning opportunities with professional learning by Cultural Lead and Arts Lead.</p> <p>Professional learning around neurodiversity and anxiety to enable kaiako to build strong relationships with akonga.</p> <p>Professional Learning around</p>	<p>Principal</p> <p>Office manager</p> <p>Kaiako (teacher) and kaiawhina (learning assistant)</p> <p>Kahui Ako ASL,</p> <p>LSC, SWiS, SENCo Attendance Advisor</p>	<p>Ministry of Education STAR - Step Attendance Response.</p> <p>PB4L tokens, certificates, prizes and attendance lunches.</p> <p>TAG Hui through Kahui Ako.</p> <p>HERO SMS</p> <p>Cultural Allowance for Cultural Leader to provide professional learning to staff to increase and embed culturally responsive practices</p> <p>Fixed term unit for Arts Lead teacher to provide professional learning to enable teachers to provide vibrant learning opportunities.</p> <p>LSC provides neurodiversity and anxiety professional learning at staff hui and regular fortnightly hui with SENCo.</p>	<p>Throughout 2025</p>	<p>Attendance data in SMS, student voice survey and whanau feedback through IDP interviews.</p> <p>PESTERS (classroom observations), Inquiry Sprints and PGC conversations.</p>

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PB4L/REAL values for new teachers and refresher for existing staff.				
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